CABE-SUGGESTED POLICY UPDATES

4131P

PERSONNEL - CERTIFIED

PROFESSIONAL DEVELOPMENT

"Staff development" is viewed by the Board of Education (Board) as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.

Each certified employee, shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group settings. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance;
4. be comprised of professional learning that is aligned with rigorous state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and includes a repository or best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating; and
5. include training in culturally responsive pedagogy and practice.

Staff development experiences, made available by the Board directly, or through a RESC, with another Board of Education or through a provider approved by the Commissioner, and shall be consistent with any goals identified by the certified employees and the Board.

The Board believes that staff development experience should be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance, and foster collective responsibility for improved student performance.

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers' organizations support the principle of continuing training of teachers and the improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

The Board, in order to determine its professional development program seeking the advice and assistance of teachers, shall establish a professional development and evaluation committee, consisting of certified employees, including representatives of the exclusive bargaining representative for such employees. Committee membership shall consist of at least one representative from each of the teachers' and administrators' unions and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, participation in the development of a teacher evaluation and support program for the District, the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), (2) be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the Board's professional staff members, including personnel management and evaluation training or experiences for administrators, shall be related to regular and special student needs and may include provisions concerning career incentives and parent involvement.

The members chosen by the Board to be on the professional development and evaluation committee shall serve at the pleasure of the Board.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of the teacher.

Staff development activities should respond directly to the educational needs of the student body. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS 10-220a, as amended.

Such in-service training program for certified staff shall provide information on (1) the nature and the relationship of drugs and alcohol to health and personality development and procedures for discouraging their abuse, (2) health and mental health risk reduction education

that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence and child abuse, (3) school violence prevention, conflict resolution, the prevention of an response to youth suicide and the identification, prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life-saving procedures, (5) the requirements and obligations of a mandated reporter, and (6) the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as define in CGS 10-3d.

The Board will allow any paraprofessional or non-certified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

The Superintendent is to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.

Professional Development Pertaining to Human Trafficking

The Board, in compliance with PA 17-32, shall provide training pertaining to human trafficking to those staff members who have contact with students. These individuals must complete the initial educational training by July 1, 2018 and refresher training annually thereafter. New hires must complete the initial training within six months after their start date, or by July 1, 2018, whichever is later. This training shall use the training program, which includes a video presentation developed by the Department of Children and Families (DCF) pertaining to the awareness of human trafficking issues and how to accurately and promptly identify and report suspected human trafficking.

(cf. 4115 - Evaluation)

Legal Reference: Connecticut General Statutes
10-27 Exchange of professional personnel and students.
10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act No. 09-1, PA 10-91, PA 12-116, PA 13-145, PA 15-215, PA 17-37 and PA 19-100)
10-153b Selection of teachers' representatives
10-226f Coordinator of intergroup relations.
10-226g Intergroup relations training for teachers.
10-145b Teaching certificates (as amended by PA 01-173)
10-148a Professional development (as amended by PA 17-37 and PA 19-100)
10-151(b) Employment of teachers. Definitions. Tenure
PA 17-32 An Act Concerning Human Trafficking

PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and In-service Training Requirements for Educators

Appendix

Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating, domestic violence and child abuse.
3. School violence prevention and conflict resolution and the prevention of and response to youth suicide and the identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on the identification and prevention of and response to prevention of bullying.)
4. Cardiopulmonary resuscitation and other emergency life-saving procedures.
5. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
6. Training in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
7. Training in the awareness of human trafficking issues.
8. Culturally responsive pedagogy and practice.

B. Optional In-Service Topics for Certified Personnel

The State Department of Education, within available appropriates and utilizing available materials, shall make the following subject matter available to boards of education:

- Holocaust and genocide education and awareness
- African-American and black studies (required commencing July 1, 2021)
- Puerto-Rican and Latino studies (required commencing July 1, 2021)
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic violence and teen dating violence

- Mental health first aid training
- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and cultural responsive pedagogy

Topics approved by the State Board of Education upon the request of local or regional boards of education as part of in-service training programs pursuant to CGS 10-220a, section 3.
NOTE: The Board may include any of the items listed above (Section B) in its in-service training program, pursuant to CGS 10-220a.

~~The purpose of professional development shall be to provide for continuous, systematic improvement of subject matter competence and instruction as well as to create an awareness of up-to-date educational research and strategies with the goal of improving student learning.~~

~~The Board recognizes that professional development is the joint responsibility of individual staff members, administrators, and the school district. The Board will provide professional development opportunities which support Board goals and objectives and are developed with full consideration of priorities and needs related to student outcomes. The Board recognizes its obligation to support professional development efforts through means such as the granting of release time, payment for workshops and provision of in-service training programs. In turn, the Board expects the teaching staff and administrators to demonstrate a commitment to their own professional learning by participating in and seeking out professional programs and activities focusing on improving student learning. The Board further expects the professional learning to result in higher student achievement. Visiting other classrooms and other schools for the purpose of problem-solving, experimenting, and interacting professionally with colleagues, working on curriculum development, sharing new learning with colleagues, and joining professional organizations promote such professional learning.~~

~~**The Professional Development Committee**~~

~~In order to promote an ongoing systematic program of professional development, the Board upon recommendation of the Superintendent of Schools, shall establish a professional development committee consisting of certified employees and administrators, including representatives of the bargaining unit. The duties of the committee shall include, but not be limited to, the development, evaluation, and annual updating of a comprehensive professional development plan for certified employees of the District.~~

~~The Professional Development Committee shall delegate to the Director of Curriculum and Professional Development responsibility for day-to-day initiating, overseeing, and evaluating professional development programs and activities in compliance with applicable laws and regulations. Proposals for projects and activities will be reviewed on a regular basis.~~

Responsibilities of the Professional Development Committee

Responsibilities of the Professional Development Committee shall include the following:

1. To annually assess the needs for professional development emphasizing student learning in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education.
2. To serve as a liaison for the public, the Board, the administration and the staff on matters related to professional development.
3. To regularly report to the Superintendent and/or Board about the district's ongoing, systematic program of professional development as related to the Strategic Plan and an evaluation of the opportunities offered.

These responsibilities shall be performed in accordance with the following:

1. State mandates and full consideration of priorities relating to student outcomes as determined by the State Board of Education.
2. Colchester Public Schools Strategic Plan and current initiatives.
3. Projected program changes related to the ongoing curriculum development and review.
4. Present level of expertise in teaching skills and subject matter.
5. Individual staff members' goals related to improving student learning as arrived at by mutual consensus of the staff member and his/her evaluator as part of the yearly evaluation process.

The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff.

Legal Reference: Connecticut General Statutes

10-27 Exchange of professional personnel and students

10-220a In-service training (amended by PA 04-227, PA 08-160 and June 19 Special Session, Public Act No. 09-1)

10-153b Selection of teachers' representatives

10-226f Coordinator of intergroup relations

~~10-226g Intergroup relations training for teachers~~

~~10-145b Teaching certificates (as amended by PA 01-173)~~

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COLCHESTER PUBLIC SCHOOLS
Colchester, Connecticut